Reinwood Infant and Nursery School

Behaviour Policy

(Reviewed Annually)

Reviewed September 2021.	**Reviewed September 2022.**
Reviewed September 2023.	**Reviewed September 2024.**
Reviewed September 2025	**Reviewed September 2026**
Next Review September 2027	

Introduction

Reinwood Infant and Nursery School is an inclusive school where children, staff, families and the wider community are important as valued individuals that deserve to be treated with respect and dignity.

We are committed to the learning, achievements, attitudes, and well-being of all our children, staff, families and wider community. We wish to work towards this in aspects of school life, and provide an ethos, environment and curriculum that supports the social, emotional, and mental health of the whole school community and a place where everyone can work effectively, free from violence, bullying and any forms of harassment or abuse.

This policy is for all staff, children, parents and carers, governors, visitors, and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour. The policy encompasses all aspects of behaviour throughout school including in the classroom, around school, on external visits and towards and individual. It is recognised that all members of the school community have a responsibility for themselves, others and the school environment and for discouraging behaviour, which is disruptive, challenging or disrespectful.

This policy focuses on what we want to see happening. It will help staff support children calmly and fairly and consistently enhance the standards of good behaviour in school. It will also allow teachers to fulfil their teaching role more positively and give children a better opportunity to take advantage of the rich curriculum we offer.

We see the responsibility for good behaviour as a joint responsibility between school staff, individual children, parents and carers and governors. Establishing a positive working relationship between all parties involved is of paramount importance. We would wish to develop a shared approach where parents and carers and children themselves are involved fully in the implementation of this policy and associated procedures.

Our Ethos

The children are encouraged to:

- value and respect others and show everyone kindness
- have high expectations of themselves with an ‘I can’ attitude, showing resilience and persistence
- take responsibility for their own learning and behaviour
- talk to parents and teachers about any concerns or worries
- grow in confidence and initiate their own learning and realise their own skills
- work as a team, develop problem solving, anticipation and decision making

As a school we strive to:

Provide a rich curriculum that engages all children in bespoke memorable learning experiences by offering

- a creative and active learning approach
- aspiration and ambition for all
- nurturing school community that broadens life experiences
- outdoor learning opportunities that provide enjoyment, challenge and adventure and promote positive health and wellbeing

We ask parents to:

- Ensure their child attends school regularly and punctually and communicate with school about any absences and the reason for these
- Work with the school to develop a strong parent/school partnership
- Ensure early contact with the school to discuss anything which might affect their child's happiness, progress or behaviour
- Take an interest in what their child is learning

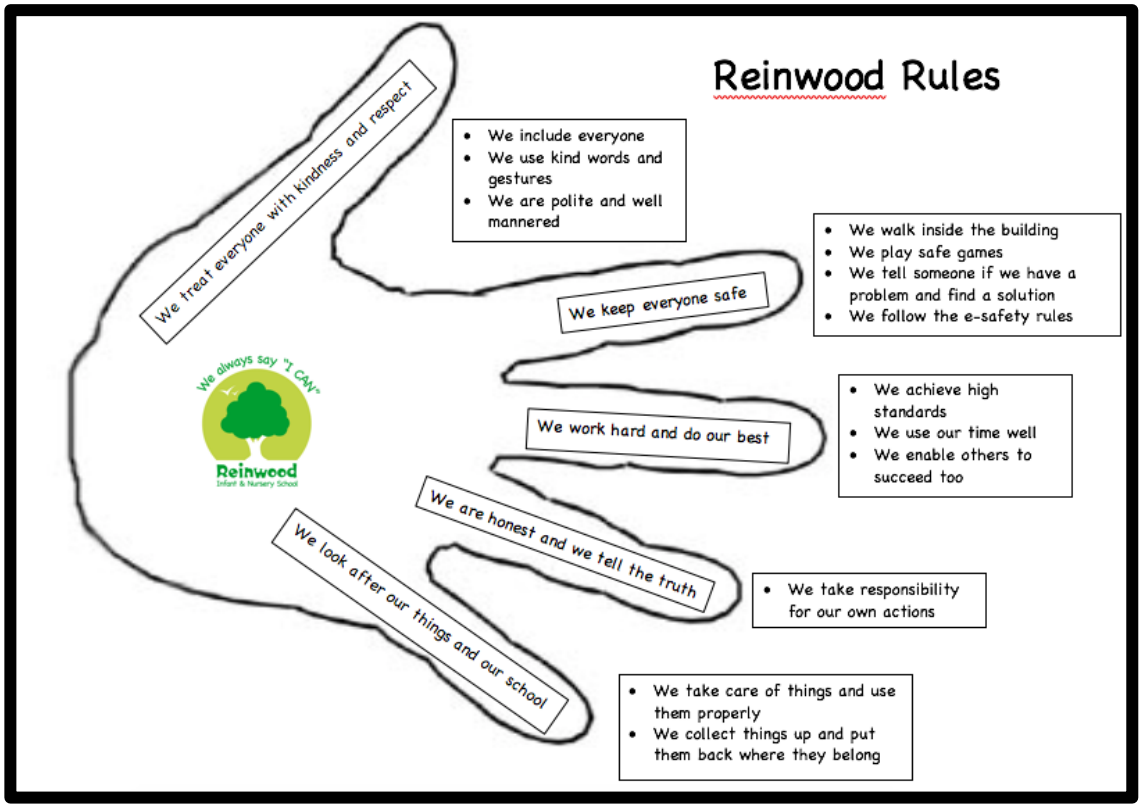
Our school takes pride in leading and nurturing the children on their educational journey and giving them a wide range of life experiences.

Slogan: "We always say 'I Can."

Mission statement

At Reinwood I & N we believe everyone can become the best person that they can be and will grow into a caring, confident, active, tolerant member of society as they are nurtured and encouraged to thrive and excel.

Our School Rules



Our School Values

These values underpin the ethos of our school and can be seen throughout our school rules. (See Appendix 1 One-page behaviour policy)

Kindness, (the quality of being friendly, generous and considerate to others and ourselves)

Honesty, (free of deceit, truthful and sincere)

Safety, (being protected from or unlikely to cause danger, risk or injury)

Resilience, (the capacity to recover quickly from difficulties and keep trying)

Our School Aims

- We aim to work together, staff, children, parents and carers, governors and the community, to nurture a lifelong love of learning.
- We aim for all children to receive an excellent quality education.
- We aim to recognise and develop the talents and abilities of all our children so they can reach their full potential in a safe, stable and caring environment.
- We aim to help children to think about other people's rights and develop respect for themselves, each other, their own and other cultures and the environment.
- We aim to allow every child the freedom to say what they think in all matters affecting them and to know their views will be taken seriously.
- We aim to give every child the time to play, learn and join in with cultural and artistic activities and to have the confidence to try new challenges.
- We aim that the children should have an understanding of what their rights and responsibilities are as global citizens.
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Equal Opportunities

The governors and staff are committed to providing the full range of opportunities for all pupils. The school promotes equality of education for all which includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or devalue any individuals within our community. All pupils have access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

At Reinwood Infant and Nursery School we believe that all children have rights no matter who they are, what their ability is, where they live, what their parents or carers do; what language they speak; what their religion is; how they gender identify; what their culture is; whether they have a disability, whether they are rich or poor. We believe no child should be treated unfairly on any basis.

Purpose

This policy is a positive, planned set of strategies to create a safe, secure and nurturing learning environment. It will boost the self-esteem of everyone within school.

It is based on having a clear and consistent approach to promoting positive relationships and behaviour, and the development of skills and understanding to support emotional regulation, whilst recognising the professionalism of each member of staff. Their unique insight and professional judgement into the individual needs of each child in their care will allow them to work within the policy yet, have a degree of flexibility where some children are concerned.

It outlines our values and beliefs about behaviour and how children can be supported to regulate their emotions. This policy is based on neuroscience, attachment and trauma informed approaches, Emotion Coaching principles and has been developed following training form Kirklees Educational Psychologists through the Mental Health Strategy Team.

Rationale
It is a principle aim of our school to prepare the children for opportunities and responsibilities of life by providing equal access to a high standard of education within a nurturing environment. This aim is supported by the educational partnership between staff, parents and governors.

It is expected that every member of the school community feels valued and respected, and that each person is treated fairly. The school's values underpin the whole school policy for promoting positive behaviour, providing the foundations for all our relationships, so that all members of the school can live, learn and work together in a supportive way. The school expects every member of the school community to behave in a considerate way towards others both within school and the wider community. Our school is a community in which behaviour is based on valuing diversity with mutual respect and consideration for others. Children are taught to respect and value themselves as well as others.

Our staff work hard to create a positive, happy and safe environment which nurtures the development of children's self-esteem and the ability to co-operate with others. Our aspiration is that children will be able to manage their feelings and empathise with others.

We understand that a child's behaviour can be adversely affected by a range of external influences and where possible we should look at strategies to support them with these. We know the best learning takes place when children feel happy and secure and there are consistent systems in place to support them.

Development
This policy was developed in consultation with children, staff, parents and governors and also in reference to our previous policy.

Policy Aims
Our school is committed to the emotional mental health and wellbeing of its staff, pupils and families. We work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. It is acknowledged that members of the school community may have very different experiences and views on behaviour. However, the aim of this policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos and values. Our values underpin the whole school policy for promoting positive behaviour so that all members of the school can live, learn and work together in a supportive way.

The aim of this policy is to promote relationships where we understand each other, enabling everyone to work together with the common purpose of helping all pupils achieve their best. The school expects every member of the school community to behave in a considerate, cooperative and respectful way towards others. Pupils should be treated impartially, and this policy should be applied in a consistent and attuned way by all adults.

This policy aims to help pupils to grow and develop in a safe and secure environment, and to start learning the skills needed to become positive, responsible and increasingly independent members of the school and the wider community as they grow older. The policy is designed to recognise, encourage and promote positive behaviour, through and empathetic, relationship with trusted adults, and the ongoing development of emotional regulation.

Therefore:

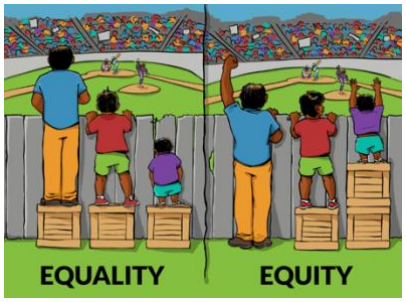
- Expectations around behaviour will be clear and consistent
- Managing these expectations will be common sense and take account of children's personal circumstances
- Strong staff/child and family relationships will exist across the school
- Everyone will have mutual respect of others irrespective of age, disability, gender identity, race, religion or belief, sex or sexual orientation
- It will provide a positive, safe and inclusive environment that meets the needs of all children
- Our children will be able to recognise the difference between right and wrong and will understand the consequences of their behaviour and actions
- Our children will learn and develop the skills to self-regulate and where this isn't possible co-regulation
- Our children will develop confidence, resilience and know how to keep themselves mentally healthy
- Our children will be able to use a range of social skills in different contexts, and with different people and have the skills and attitudes that will allow them to participate fully in, and contribute positively to life in modern Britain as responsible, respectable and active citizens
- Our children will be able to work well with others and be able to resolve conflicts effectively

Implementation

This requires everyone to develop and cultivate strong relationships between staff, children and parents and carers. Everything we do must be based on building mutually respectful relationships with other members of the school community and if these, for any reason breakdown, actively seek to repair and restore these.

Having a trauma informed approach does not mean having lower expectations, no routines or no structure. On the contrary, in order for children to feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable, consistent routines, expectations and responses to behaviour.

All staff are expected to have high expectations, be proactive in developing strong professional relationships with children and apply consistent routines in line with the school's ethos. However, managing these expectations may require flexibility. Being fair is not about each student getting the same (equality) but about everyone getting what they need (equity). For more details on how we can provide a safe and secure environment for children see Appendix 2.



Everyone in our school community is responsible for managing behaviour. Everyone praises and rewards good behaviour choices in communal areas. All staff use agreed strategies to model, prompt and reward good behaviour. All staff must ensure that the children are aware of their rights and required actions and be consistent when upholding them.

It's important that all children have the opportunity and the time to learn and discuss our behaviour expectations, alongside rewards and consequences. This will be covered by each class at the

beginning of each school year, through our two-week nurture induction work. This will involve the class in the following activities

- adopting a class identity
- deciding on an achievable reward for class targets

Throughout the year these expectations can be reinforced during circle time, PSHRE sessions and in assemblies, etc. In this way children will learn what is acceptable/not acceptable and will be able to make informed choices in relation to their own behaviour.

Legislation and Statutory Requirements.

This policy is based on the following:

- Behaviour in Schools June 2022
- The Equality Act 2010
- Use of Reasonable Force in Schools
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles
- DfE guidance explain that school's should publish their behaviour policy online
- DfE guidance for Mental Health and Behaviour in Schools 2018
- Promoting children and young people's mental health and wellbeing – A whole school or college approach 2015 and updated in 2021
- Keeping Children Sate in Education
- Safeguarding and Child Protection

Other school policies and documents that should be read in conjunction with this policy are:

- Anti-bullying Policy
- Behaviour Regulation Policy – including Pastoral Support Plan and Positive Handling Plans
- Equality Policy
- Mental Health and Wellbeing Policy
- Physical Intervention Policy
- PSHRE Policy
- SEND Policy
- SEN Information Report
- Safeguarding and Child Protection Policy
- Teachers Standards
- School Uniform
- Code of Conduct (school staff)
- Code of Conduct for Students and Volunteers/Visitors
- Code of Conduct for Parents (in Consent Booklet)

One-Page behaviour Policy

The one-page policy (see Appendix 1) summaries the vision of the school, our expectations for behaviour, the Reinwood Rules, rewards and consequences, and the expectations for staff including the use of common language consistency across school.

Our understanding and beliefs about behaviour

At Reinwood I & N School we recognise that behaviour is communicative, and often reflects an emotional feeling. Our behaviour regulation policy is grounded in the belief that we are able to develop our ability self-regulate our emotions and behaviour.

Mistakes are part of learning process, and we recognise that all our pupils are at different stages of developing their skills and understanding needed for effective self-regulation. We do not make judgments about this - instead we support and guide our pupils get it right. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation.

***'Too often we forget that discipline really means to teach, not to punish. A disciple is the student, not a recipient of behavioural consequences.'* Dr Dan J. Siegel**

The Role of the Headteacher

It is the responsibility of the headteacher to:

- Lead the implementation of this policy consistently throughout the school
- Support staff in the implementation of this policy
- Report to governors on the effectiveness of this policy
- Ensure the health, safety and welfare of all children in school
- Ensure all violent/serious incidents are recorded
- Issue fixed-term suspensions where the safety of themselves, staff or other children has been compromised
- To inform the school governors of any fixed-term suspensions or permanent exclusions
- To always monitor the effectiveness of this policy on a regular basis throughout the school

The Role of the SLT

- Be highly visible, engage with children, families and staff and maintain the behaviour culture of the school and create an environment where everyone feels safe and supported.
- Ensure all staff understand behaviour expectations and make sure that new staff are included clearly in the school's behaviour culture to ensure they understand its rules and routines and how best to support children to participate in creating the culture of the school by upholding its ethos and values
- Consider any training necessary for staff to meet their duties and functions within this policy and other areas such as SEND and mental health that may at times affects a child's behaviour.

The Role of Teachers and Staff

- It is the responsibility of staff to develop empathetic relationships with pupils and ensure that school expectations are applied fairly in their class. They expect their class to behave a responsible manner.
- Staff have an important role in developing a calm and safe environment for children and establish clear boundaries of acceptable behaviour
- Uphold the whole school approach to behaviour by leading and modelling expected behaviour and positive relationships. Staff are social, emotional and learning role models for our children. Children are taught, regularly reminded and praised for displaying the non-negotiable behaviour expectations which are expected across all year groups (School Rules)
- Have clear expectations of their pupils with regard to their behaviour, and strive to ensure that all pupils achieve to the best of their ability in all areas of school life
- Staff treat all children, and each other, with respect and understanding. All staff have high behaviour expectations for all children in school.
- Staff should clearly communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with children
- Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations
- Staff receive clear guidance about a school expectations of their own conduct

The Role of the Children
Children deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.
To achieve this every child should be;

- Made aware of the school rules an expected behaviour standards, pastoral support and consequence process
- Taught that they have a duty to follow the school behaviour policy and uphold the school rules and contribute to the school culture
- Asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support evaluation, improvement and implementation of this policy.
- Supported to achieve the behaviour standard, included in an induction process that familiarises them with the school behaviour culture (this induction may be repeated at suitable points throughout the year)
- new children to school should understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for children who are mid-phase arrivals

The Role of Parents/Carers
The role of parents is crucial in help in our school develop and maintain good behaviour. Parents/Carers have an important role in supporting the school's behaviour policy and are encouraged to support it at home as appropriate.

Parents are welcome in school to discuss their child's progress in a positive and supportive atmosphere. They can feel confident that their child will receive support when they need it and are encouraged to share with the school any issues which may affect their child's behaviour. We expect all parents to support this policy when signing the home school agreement.

The school has effective processes in place to develop home-school relationships, and these support the development of each child in all areas of school life, including behaviour. Carefully planned transition into school when children join Nursery, Reception and mid-phase, and when children change year groups/classes, helps parents build positive relationships with the class teacher and senior leadership team. Class Dojo and Tapestry are ~~is~~ used to share events and activities from the classroom with parents.

Parents should address any queries regarding behaviour and the school's approaches to supporting positive behaviour, firstly to the child's class teacher. Further support is available from the Nurture and Wellbeing manager, SENDCO and members of the senior leadership team. We aim to work effectively with parents and families to achieve a shared and consistent approach between home and school to support children's development. We will always be proactive in sharing any concerns with parents but will also emphasise each child's positive achievements and progress. Our aim is to develop relationships with parents and families based on openness, respect and trust.

If parents have a concern about the way their child has been treated, they should initially contact the class teacher and then the headteacher. If these discussions cannot resolve the problem, a formal complaints process can be implemented. Our complaints policy can be found on the school website.

Quality Relationships
Developing supportive relationships with children is the responsibility of **all members of staff.** Staff will seek to understand the child's perspective of the situation, strive to understand the child's feelings, whilst maintaining firm but fair limits on behaviour. The relationships between children and adults in school are crucial - each adult is a significant adult for our pupils.

To foster successful, enabling relationships **all staff** need to:

- Actively build trust and rapport
- Have high expectations for all children, and demonstrate their belief in them
- Always be respectful to pupils and other adults- be a role model for the behaviour you want to see
- Treat people with dignity and respect at all times, children should not be shouted at
- Ensure that any disapproval expressed is of the behaviour and not a child (i.e. maintain a sense of unconditional positive regard)
- Listen respectfully to pupils and consider carefully how and when to respond
- Invest in our relationship with pupils and have fun together
- Smile at and compliment children to add their sense of belonging, feeling liked, respected and valued - small actions of 'kindness' can make the big difference!
- Consider why the pupil is behaving in this way - there will always be a reason that we need to identify and understand - **all behaviour is communication!**
- Take a non-judgmental, curious and empathic attitude towards behaviour - we encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. thinking of child as behaving badly disposes you to think of a punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.
- See things through and keep your word - And if, for some reason, we are unable to honour a commitment to a pupil, communicate clearly and honestly about why this has happened
- Identify, and help a child to recognise their own strengths, then build on these (a one page profile is a child friendly way to record these with a child, their peers and their family)
- Apologise if you make a mistake - model this for pupils, this will help build trust and respect
- name and manage your own emotional reactions to situations i.e. demonstrate and be a role model for effective emotional regulation
- Seek help from colleagues if you need support or advice about how to support behaviour development or to problem solve behaviour that challenges
- Quietly but firmly hold appropriate boundaries for pupils
- Be non-judgmental about pupils, their families or life experiences, but use your knowledge of a child to plan what support they may need
- Develop quality relationships with parents and carers, with the aim of ensuring consistency in approaches between home and school
- Develop quality relationships with external professionals – work collaborative with the therapists and professionals, and put in place support and strategies following their advice

Curriculum

The relationship that members of staff form with pupils are central to each pupil's personal, social and emotional development. Staff use a range of approaches to support the development of self-regulation. This includes quality first teaching of personal, social and emotional knowledge, skills and understanding (PSED in EYFS and PSHRE in Key Stage 1). A priority within the PSED/PSHRE curriculum is extending the emotional vocabulary for our children, so that they are able to articulate their feelings and show empathy towards others. Children are taught about feelings, empathy and are introduced to Dan Seigel's 'hand model of the brain' (see Appendix 3). Teaching children about the science of the brain and emotions will support the development of their regulation skills.

Teaching of good behaviour, and the development of skills needed to regulate emotions, must be in the context of trusting adult relationships. All our children have access to emotionally available adults as part of our quality first teaching commitment.

Collective Worship/Assemblies and reflection time
These times during the day are an important vehicle for the teaching and embedding of school values, which are central to our approach to supporting positive behaviour.

Routines
In order to help children feel safe, school needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour (see Appendix 1).

Consistent classroom, lesson or activity routines support pupils to understand expectations and help them to feel secure and safe. Routines must be explicitly taught and as consistent as possible between different members of staff. Model and explicitly teach what is needed for 'readiness to learn', including promoting a growth mindset approach. Routines support emotional development and behaviour for learning.

Important routines at our school include:

- The morning meeting greet at the entrance doors (Headteacher, Deputy Headteacher and Nurturing and Wellbeing manager at the Key Stage 1 doors) and classroom doors for all the children by the teacher/ TA greeting each child personally as they arrive, with a calm and warm welcome, this will help each child feel emotionally safe and secure
- Visual timetable - each teacher provides their class with the 'big picture' of the morning/ afternoon, with pictures and words to show the sequence of activities, helping children to be prepared for transitions
- Collective worship/assemblies and reflection time - these provide an important opportunity to listen, think and reflect
- Playtime - each class has access to play opportunities with their peers outside at least three times per day
- Lunchtime- each class has its own lunchtime supervisor, and where possible this person is also the teaching assistant for that class each morning, helping to ensure a trusted, familiar adult is available throughout the school day

Positive Behaviour Strategies and rewards
Staff use a range of strategies to notice, praise and reward positive behaviour, effort and achievement at every opportunity throughout the day (see Appendix 1). These aim to promote kindness, co-operation, motivation, self-esteem and help pupils to develop a growth mindset. Behaviour which is noticed and rewarded is more likely to be repeated. Children learn by seeing other children being rewarded for appropriate behaviour.

The agreed strategies for behaviour management are to:

- repeatedly praise good behaviour. Verbal praise and personal recognition - praise should be specific and immediate, to reinforce the behaviour that we want to promote - all staff should use every opportunity to praise children
- Use clear, positive language at **all** times
- use a calm voice with a friendly but firm tone
- reinforce our high expectations with frequent reminders
- be consistent
- use stickers, praise cards, messages home etc to give instant praise
- Have a class accumulator to collect time towards a reward. We want children to learn collective responsibility and enjoyment in working together to achieve class rewards.
- Use Class Dojo - Children will receive positive dojo points throughout the day and each day there is a Dojo Champion
- Have clear expectations about lining up (both inside and outside school) Classes should line up in the classroom for all transitions in the given order.

- Have clear expectations about corridor manners and walking around school – small laminated dojos are given out for this and the class with the most received will get 5 minutes extra reward time
- Refer to the Headteacher and or/ Deputy for praise
- Send the children to share their work with other teachers and senior leaders
- have a 'wonderful/marvellous' work wall - pieces of work are chosen by the class teacher to celebrate and are displayed within the class
- Have a 'star of the week' - who is given a badge to wear and takes home the class teddy
- Parents can use 'I am proud sheets' to tell us about things at home and also 'Shout Outs!' that are included on the weekly Newsletter
- Give out 'Golden tickets' - for 'random acts of kindness'
- Award 'lunchtime ticks' - Up to six can be given by the lunchtime supervisor each day. The class with the most ticks receives a certificate
- The lunchtime supervisor chooses a lunch band winner each week. This is a child who has shown our school values at lunchtime. On 'Marvellous Monday' each week they will be asked to sit with a special place mat at lunchtime and can have juice with their meal

When managing behaviour, we expect all adults to respond in a non-judgemental, empathetic way that focuses on the emotional needs that drives a behaviour, rather than the behaviour itself and look at ways to support the children who present in this way, as well as any parties who have been harmed or wronged. As such we will:

- Treat disruptions by diffusing the situation in a low key, non-confrontational manner
- follow up individual pupils as required privately and discreetly

We expect all staff to:

- understand, and take account of children's individual circumstances
- provide all children with the opportunity to reflect on their behaviour and make the correct choices
- get to the heart of why the child has behaved in the way they did
- help **all** members of the school to understand the impact of their behaviour and develop empathy
- ensure that any sanctions are fair and proportionate
- develop a child's ability to self-regulate their behaviour
- address any unmet needs the child may have

Appropriate Touch

Touch is an essential element of the attachment and trauma informed approach. Physical contact is not only inevitable but beneficial. Appropriate touch e.g., holding hands, giving a hug, not only promotes a child's social and emotional development, but it is also highly effective and powerful method of non-verbal communication and is the key to the development of healthy relationships. Appropriate touch must be child centred not staff centred (i.e. initiated by the child, to meet the child's needs) and must meet within the requirements of safeguarding.

Emotional Regulation and Co-regulation

Emotion regulation (managing our feelings) involves:

- The capacity to know what you are feeling
- Feeling safe and grounded whilst feeling an emotion
- An emotion being experienced at a level that is appropriate to the circumstances
- Emotions that are under control, through evaluation of and reflection of the situation

The skills needed to develop emotional regulation are typically developed in the context of a 'good enough' attachment relationship during the early years.

For various reasons, some children will not have developed emotional regulation at the same rate as the same age peers or may be unable to regulate their emotions due to change in circumstances in their lives. As the children at our school are still very young, most will still need a high level of adult support to co-regulate their emotions at some time. Emotional states are contagious, therefore when children are dysregulated (upset, anxious, overwhelmed, angry), they need to be supported by emotionally regulated adults (i.e., calm, caring, open, patient).
Adults need to support the child to join their calmness, not to join the child in their distress (see Appendices 5 & 8). Some children may be on a Pastoral Support and Positive Handling Plan, please see the Physical Intervention Policy for more information.

Emotion Coaching
Emotion coaching (Appendix 5) is an approach that focuses on the development of emotional regulation through supportive relationships. Emotion coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection. Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour. Research also indicates that staff in school feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion. Research on Emotion Coaching as a whole school approach suggests that it can improve their child's ability to regulate their feelings and has a positive effect upon teacher-pupil relationships.

The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice.
- Behaviour is communication
- Emotional 'first aid' (calming, soothing) is needed first: 'connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009)
- 'Emotion coaching builds a power base that is an emotional bond - this creates a safe haven, place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017)
- Children cannot successfully self-regulate their emotions unless they have experience and internalised co-regulation (i.e., an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying- their emotional state). This also involves explicit teaching and modelling.
- We use an Emotion Coaching approach to support children to understand, regulate and reflect on their behaviour. Emotion coaching is an approach built on high empathy and high guidance.

Step 1 - Recognise the child's feelings and empathise with them. Name it to tame it! Sooth to calm (Use VRFs). **"I understand how you feel, you are not alone"**
Step 2 - label the child's feelings and validate them- let the child know why they might be feeling like this and that it's OK to feel that way. **"This is what is happening, and this is what you are feeling."**
Step 3 - **(if needed)** - set limits on the behaviour (if necessary). **"We can't always get what we want."**
Step 4 - help the child problem solve. **"We can sort this out."**

Boundaries and Consequences
Children should have clear understanding or expectations of behaviour. We actively encourage children to choose the right thing to do by maintaining boundaries. When responding to behaviour incidents staff are expected to be firm, calm, predictable/consistent and proportionate in their approach in order to maintain a safe environment. De-escalation techniques can be used with pre-

agreed scripts and phrases to restore calm. A response to behaviour will have a variety of purposes e.g., de-escalation, protection or improvement.

When a child needs support to make good choices about their behaviour, staff may need to have a restorative conversation, staff speak to them privately to avoid shaming pupils in front of their peers or other adults. Staff must also ensure that they are able to remain emotionally regulated when supporting pupils.

We do not believe in punishment, instead we help people to understand that their behaviour has consequences. Consequences should be appropriate and proportionate e.g., if a child needs to complete a piece of work that they have refused to do during learning time it may be appropriate for them to miss part of their playtime to complete it instead, with an adult. Often 'time in' with an adult away from the classroom or situation, may support the child to become more regulated. See Appendix 1 for a list of consequences that may be used.

Following an incident of challenging behaviour, staff use a restorative approach to talk to the child about what happened and support them to make amends. Staff have 'Warm' conversations support pupils to reflect on situations following the incident. See Appendix 6 for the questions/discussion used in 'warm' conversations.

These conversations can follow some time after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that the behaviour displayed was unacceptable and explain why.

Consequences never involve removing stickers or any other previously earned reward. They must also never involve removing participation in a planned learning activity. Staff must avoid shaming or humiliating the child. Such approaches are detrimental to the pupil's self -esteem and well-being and can escalate situations.

The development and specific needs of the pupil will always be considered when deciding appropriate consequences. We recognise that one-size-fits-all approach is not appropriate for our pupils.

Repairing Relationships

After any challenging incident, it is important to repair and restore the staff-pupil relationships. Staff should look for the earliest opportunity to praise good behaviour. Staff must reassure the pupil that any inappropriate behaviour has been dealt with and that everyone will move on and start afresh.

Our very young pupils should also be supported to repair relationships that have gone wrong with their peers. The child should be encouraged to think of their own way to make amends e.g., by drawing them a picture, saying sorry or shaking hands, and praised for putting these into practise.

Support for Staff

All new staff take part in an induction programme which includes the ethos and values of our school. This policy is outlined and explained alongside Emotion Coaching strategies. All staff are encouraged to take responsibility for their own development in this area, and to seek support and guidance when it is needed.

We do not believe that being consistent means treating all our pupils in the same way so that it is 'fair'. All children have different needs and experiences, so the way that we support them with their behaviour needs to be different and appropriate to the individual child. All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupil's behaviour based on a combination of their own personal experiences, their

professional experiences and training about social and emotional development. All staff must be given the opportunity and support to learn, understand and reflect on why some pupils become dysregulated and how/why this impacts on their behaviour.

We encourage staff to reflect on what underlying issues may drive or trigger behaviours in some pupils, and to think about ways of responding to challenging behaviour in a supportive and non-judgemental way.

Staff who are supporting pupils who display challenging behaviour regularly may need additional support from colleagues. Support is available from peers, the Nurture and Well-being manager, SENDCO, and other senior leaders. Staff are encouraged to be reflective in their practise and have an awareness of their own emotions. Our school has a culture where staff feel safe and are encouraged to express how their work impacts on their emotions, and vice versa. Staff wellbeing is a priority in our school. For more information please to read the Mental Health and Wellbeing Policy.

Additional Support for Social, Emotional and Mental Health Needs
Social, Emotional and Mental Health (SEMH) needs are a category of Special Educational Needs, as stated in the SEN and Disability Code of Practice 2015. Some pupils' behaviour may reflect SEMH needs, which may or may not have previously been identified. The SEND policy and the SEND information report provide further details about how pupils with SEMH needs are supported at our school.

Class teachers work with parents, and where appropriate the SENDCO to put in place and adapt strategies and support to suit the individual needs of a child. Where it is appropriate, parents are supported by our Nurture and Well-being Manager, who is able to share resources and useful information. Parents are also signposted to and encouraged to attend workshops which cover a variety of topics including anxiety, sleep, and behaviour. The school website has a wealth of information and links to support the mental health and well-being. For children who are experiencing significant mental health needs, it may be appropriate to make a referral KKiM and/or SEMH outreach. The school will discuss this with parents and referrals are only made with their consent. When children are receiving a high level of individual support within school or are referred for external support for SEMH they may be recorded on the school's SEND register at SEN Support.

Additional Support for Children with Special Educational Needs and Disabilities
Our school culture consistently promotes high standards of behaviour and we provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We endeavour to create a calm environment which will benefit pupils with SEND, enabling them to fully take part in activities.

Some behaviours are more likely with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided. This will allow our school to ensure that these children are not substantially disadvantaged, and we will use our 'best endeavours' to meet the needs of those with SEND.

We will as far as possible, anticipate likely triggers of behaviour which challenges and put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- Short, planned movement/sensory breaks for a pupil whose SEND means that they find it difficult to sit still for long
- Adjustment in seating plans to allow a pupil with visual or hearing impairment to sit insight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff in understanding conditions such as autism

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Some of our children will have one-page profiles and sensory passports - staff will have read these to support these children.

It may be useful in some instances to use ‘zones of regulation’ see Appendix 7 with some children with SEND.

Managing our most Dysregulated Children
As an inclusive school we have some children who, if they become anxious, may become significantly dysregulated and present behaviour which challenges. All staff should make themselves aware of who these students are to try and avoid presenting them with ‘triggers’ to their anxiety and to understand the individual strategies that may help to come the pupil and help them become re-regulated. In such circumstances we practise ‘connexion before correction’ see Appendix 8. often a child in such a heightened state of anxiety will only respond to someone they consider their ‘key adult’ in school, so in such instances staff are advised to seek support from them.

Physical Intervention
It is sometimes necessary or beneficial for ~~trained~~ staff to use physical intervention in order to keep a child, or others, safe or to support their emotional regulation. Adults to use the radio for support if necessary.

Please see the Restrictive Interventions and Use of Reasonable Force Policy

As part of this process, we will attempt to reduce the risk by managing:
- the environment
- our body language and non-verbal communication
- the way we talk to children
- the way we act
- a personalised curriculum (where necessary)

Incidents of Racism or Sexual Harassment
Through PSHRE policy and curriculum we cover important areas such as consent, respectful behaviour, body confidence and self-esteem and healthy relationships. By doing this we hope that pupils will mutually respect each other but if not, we operate a zero-tolerance approach to racism, sexual violence/ harassment and any disclosure however ‘minor’ will be dealt with proportionately, supportively and sensitively. While we do not tolerate this behaviour we will not ‘demonise’ anyone. All parties will be listened to and the alleged perpetrator will be offered support so that they can change their behaviour. We understand that ‘lower-level’ incidents should never be ‘normalised’ and we will encourage pupils to report things that make them feel uncomfortable, no matter how ‘small’ they think it may be. Instances will be taken seriously and recorded on CPOMS, the school's electronic safeguarding recording system. Incidents of this nature should be reported immediately to a member of the senior leadership team and recorded on CPOMS.

We will:

- take their wellbeing and safety seriously
- listen to them
- act on their concerns
- not tolerate or accept abuse
- inform parents **immediately** and **every time** staff have a concern about a particular child's behaviour. This may be a telephone call or meeting in school where applicable and unacceptable behaviour will be discussed.

Bullying

We do not tolerate bullying in any form, be it overtly physical intimidation, verbal abuse, or subtle exclusion from a peer group. Bullying involves the abuse of power; it is persistent and personal to the child and can take many forms. We intend to provide a safe, calm, caring environment where everyone is valued and respected equally. Incidents will be recorded on CPOMS. Please see the separate Anti-bullying Policy for further information.

Monitoring Behaviour

Class teachers and support staff carefully monitor the behaviour of pupils in their class. They observe any changes to behaviour, signs of ill health or upset. Staff are able to report behaviour that causes concerns by adding entries to CPOMS. New entries are reported to the Headteacher, Deputy Headteacher, other Safeguarding Lead's, the SENDCO and the Nurture and Wellbeing Manager via CPOMS. Any concerns about a child's behaviour and emotional regulation will be shared with parents as appropriate. This is usually where a higher level of support has been needed, or where a child needs additional adult support on a regular basis. Low level disruptive behaviour is generally dealt with as part of the school day and is not routinely reported to parents.

The Headteacher and Deputy Headteacher along with the Nurture and Wellbeing Manager will collect data from:

- Behaviour logs
- Attendance, suspension and permanent exclusion information
- Anonymous surveys/ questionnaires on perceptions and experiences of the school behaviour

And analyse this data to identify any factors that might be causing the behaviours and act proactively.

Suspensions and Permanent exclusions

We believe that all children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

At Reinwood Infant and Nursery school we do all we can to support each child to develop their behaviour regulations skills. We will make every provision for a child to achieve both academically, and socially and emotionally. We will do all we can to enable children to remain securely based in our school. In most circumstances the support put in place has a positive impact on pupils. However, if a child's behaviours are unsafe, violent and prevent the efficient education of others, fixed term suspensions or permanent exclusions may be applied. **These are regarded as last resort when all other strategies have been exhausted.**

We abide by the DfE guidance on suspension and permanent exclusions, and any exclusions are reported to the Governing Body and Heritage MAT CEO.

Headteachers can issue suspensions and permanent exclusions in response to serious incidents or response to permanent poor behaviour which has not improved following in-school sanctions and interventions.

Suspensions will be given if:

- a child puts another child or staff in danger of being hurt or threatens to harm them
- a child causes actual harm to other children or staff or damages property or the fabric of the building
- a child frequently stops other children from learning due to their behaviour

Only the Headteacher has the authority to suspend or exclude a pupil from school. A Deputy Headteacher (or a senior member of staff if the Deputy is absent) may act on behalf of the Headteacher in the Headteachers absence and if possible, with the Headteachers permission.

The child's parents will be notified by telephone and a formal letter will follow within one day. The Headteacher will inform the governors and the local authority of every suspension and permanent exclusion.

Confiscation of Banned Items
School staff can confiscate, retain a child's property or ask them to put in their book bag and leave at home the next day. If an item needs to be confiscated, the item will be passed back to the parent at the end of the school day. Staff should consider if this is proportionate and also consider any special circumstances relevant to the child.

Health and Safety
The safety of the children is paramount, and this policy is enforced as an aid to ensuring this.

Equality Impact Assessment
This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. For any changes that affect equality for all, an impact assessment would be carried out. This policy had been assessed for equality impact assessment and has a high priority.

Review and Evaluation
There is an annual review of this policy by the Headteacher. The governing body reviews this policy every year. Governors may review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1 – One Page Behaviour Policy

Our slogan, Ethos and Values	Whole School Consistent Routines
Our school slogan is **"We always say 'I can'"** **The children are encouraged to:** • value and respect others and show everyone kindness • have high expectations of themselves with an 'I can' attitude, showing resilience and persistence • take responsibility for their own learning and behaviour • talk to parents and teachers about any concerns or worries • grow in confidence and initiate their own learning and realise their own skills • work as a team, develop problem solving, anticipation and decision making Our values are **Kindness, Honesty, Safety** and **Resilience**	• Meet and greet - entering school/ classroom • Lining up (inside and outside) quietly • End of play times routines • Lockers (Nursery and KS1)/ coat areas (Reception) • Consistent use of visual timetable including individual timetables for certain children • Walking around school to the left • End of lunchtime routine • Carpet time routines / expectations • Hand up to speak – no calling out • Assembly/ class reflection time routines and expectations • Home time routine
Reinwood Rules	**Language**
We treat everyone with kindness and respect We keep everyone safe We work hard and do our best We are honest and we tell the truth We look after our things at our school	• Fantastic/ fabulous walking • Kind hands, feet, mouth and words • "1,2,3 – look at me" or other phrases • Clapping a rhythm • Good sitting, good listening • Please, thank you and excuse me • You need to …thank you • We never ….we always Vital Relational Functions (VRFs) • I can see this is hard for you …. • I'm wondering if …. • I would feel like that if …. • It can feel…. When ….. Warm Conversations **W**hat happened? - How does what happened fit with how we do things in our school? - What were you thinking about at the time? - What are you thinking now about what happened? **A**ffect - Who was hurt/upset by what happened? - Was what happened fair to them? - What happened to the right thing? **R**epair - What needs to happen to repair things? - How will this help put things right? - When can this happen? **M**ove Forward - How can we make sure this doesn't happen again? - What do you need start/stop/stay doing? - If this happens again, what do you think should happen next?

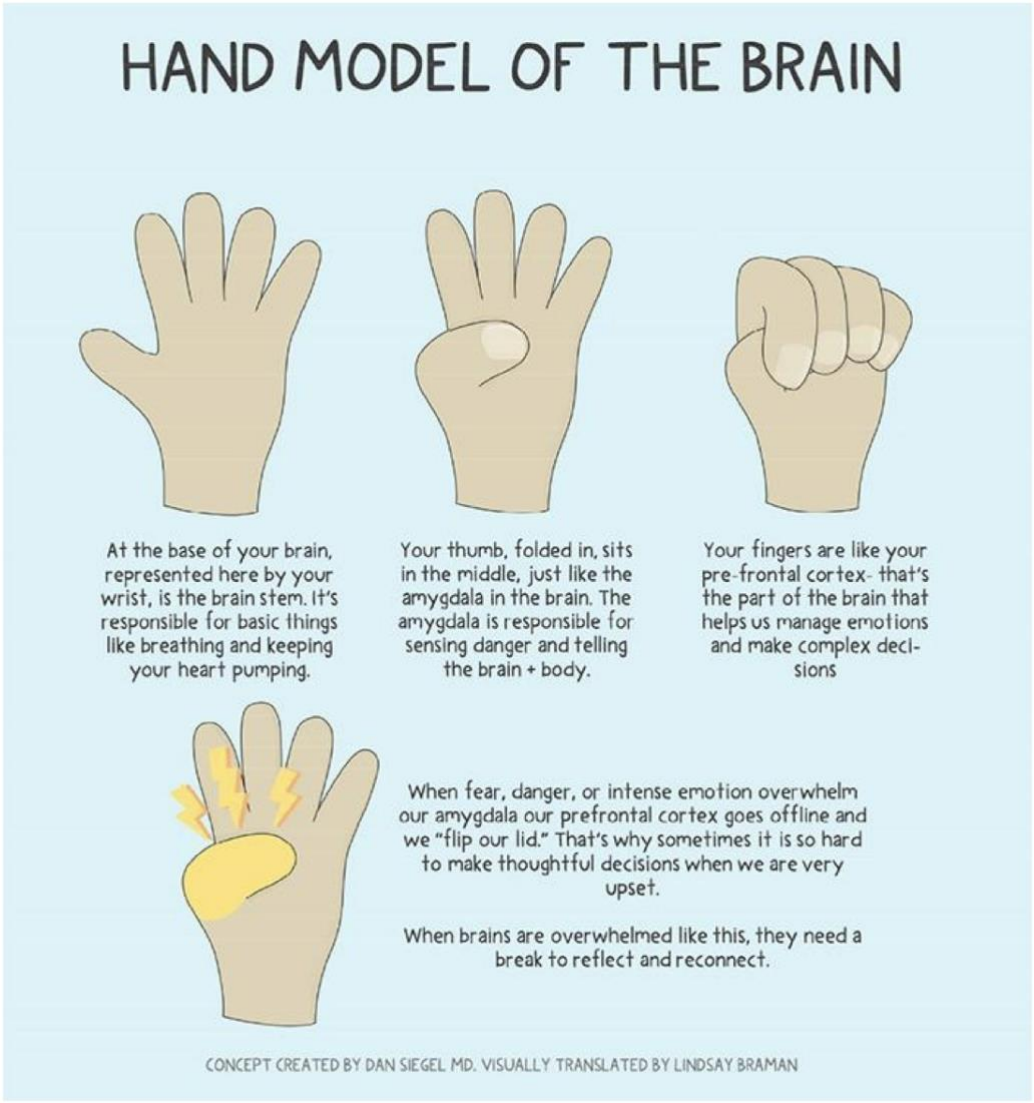
How will Staff Behave	All Staff Every Day
• Remain calm, consistent and emotionally regulated • Follow through on things said • Say what you mean and mean what you say • Show empathy using emotion coaching approach • Use VRFs • Support children to reflect and repair (using Warm Conversations) • Treat people with dignity & respect • Listen carefully to ALL children	• Meet and greet (personalised for each child), even when children are late • Refer to the school motto, values and rules • Reward positive behaviour at every opportunity • Deal with dysregulation yourself unless you are dysregulated yourself in which case ask for another adult to help • Follow up every time there is an incident – this may mean talking to parents • Never ignore or walk past a child who isn't getting it right • Acknowledge and/or offer praise to every child you walk past in the corridor – award walking Dojos • Radio for support if necessary
Positive Behaviour Strategies and Rewards	**Consequences**
• Specific, targeted verbal praise • Stickers, praise pads, messages home • Class accumulator for Golden Time • Dojos and Dojo Champion • Walking Dojos & Lining up Dojos – Double Dojo Monday • Headteacher and/or Deputy Headteacher for praise • Share work/good behaviour with other teachers and senior leaders • Wonderful/Marvellous work wall • Star of the Week • Golden Tickets – random acts of kindness • Lunchtime tick chart - 5 minutes extra Golden Time • Lunchtime Band winner • Maths, Reading, Writing, Art – Stars of the Week • Marvellous Monday's – lunchtime reward • Sensory Passports to suggest strategies to use e.g. fidget resources	• Planned ignoring • Verbal reminder and say the behaviour you are looking for • Needs work Dojos • Tally of minutes • Time in with an adult during learning time • Withdrawal of privilege e.g., minutes off playtime walking around with an adult • Headteacher and/or Deputy Headteacher / SLT involvement • Discussion with parent (when playtime has been lost – for a deliberate hurt and/or persistent disruptive behaviour) • If behaviour happens after last playtime a 5 min reward is given to the class which they will miss • Suspension / Permanent Exclusion Children should not be shouted at / publicly shamed
Recording of Incidents/ Information	
• All dysregulation incidents e.g., being unsettled coming into school/throughout the day /negative behaviour must be logged on the class behaviour record sheet • Conversations with parents about circumstances that might affect SEMH, and behaviour need to be logged on CPOMS and other staff members alerted • Individual behaviour logs may be necessary for some children • If a safe hold has been used parents will be informed verbally and in writing.	

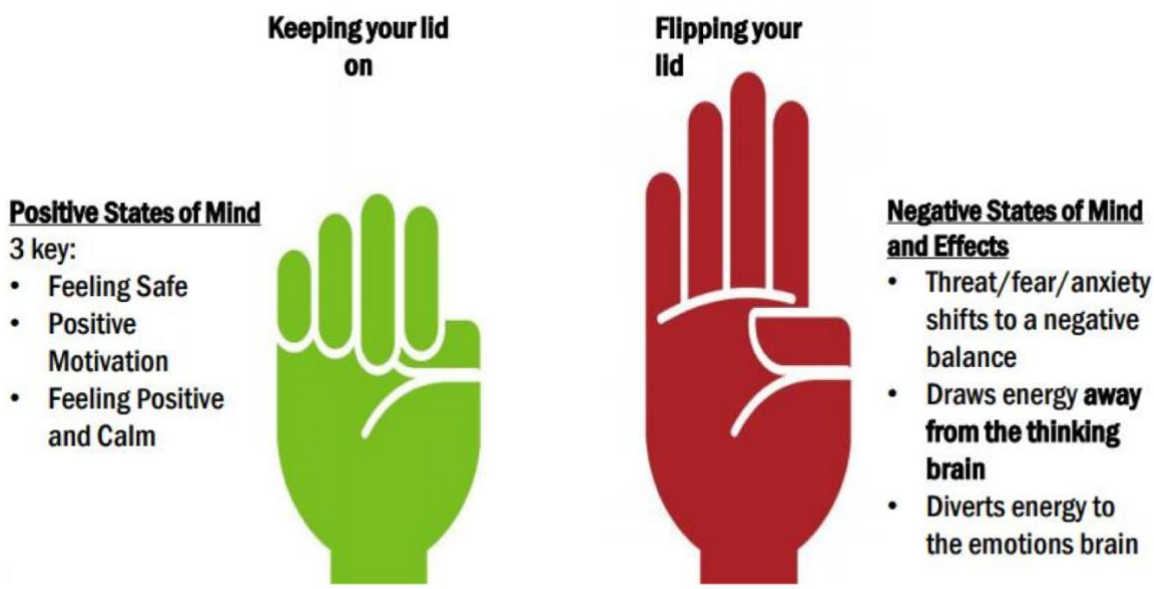
Appendix 2 – What we do to provide a safe and secure environment for our children

Having a trauma informed approach does not mean having lower expectations, no routines or no structure. On the contrary in order for children to feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable, consistent routines, expectations, and responses to behaviour. Being 'fair' is not about each child getting the same (equality) but about everyone getting what they need (equity).

Planning	Doing	Responding
- get to know your children (and their specific needs and their 'story') - look at the class booklet and pyramid of needs sheet - read the individual children's EHCP, one page profile and sensory passports where necessary - devise a well thought out seating plan that suits the class and individual needs - plan high quality engaging lessons that attend to ALL the children's individual needs - have engaging work ready for them to do as soon as they enter the room - mark books, give verbal feedback so that you know how your children are doing so you can support them to improve - Ensure a tidy, well organised space - research and learn, look at ways to actually support your children	- meet and greet children as they enter your classroom - smile when you speak to children - maintain clear boundaries and expectations around behaviour - build in and embed routines - ensure the behaviour of others is well managed - provide help and support where required - notice when children are not 'there', both physically and emotionally - note **any** concerns you may have and those that parents may tell you on CPOMS - engage with parents/ carers: the involvement of the parent/carer is crucial when addressing and planning to support the children's SEMH needs - use praise and reward as our main tool	- tactically ignore where appropriate - know how to respond - know when to respond - understand the intensity of response needed - use VRFs - use appropriate body language, posture, facial expressions - know key adults that can be called upon if necessary - context is key, look at every event and incident in context - explain our practises to children, give them reasons to work with us - encourage reflective dialogue and self-reflection - seek help as needed

Appendix – Dan Siegel's Hand Model of the Brain (2010)





Appendix 4 – Co-regulation

Using your presence and calm to rest a child's distressed brain

- **Regulate yourself (if you are not calm ask someone else to help)**
- **Get close to the child and make eye contact – sit next to them/get down to their level**
- **Be curious and seek to understand – use a warm soothing tone of voice**
- **Show empathy – acknowledge their emotions**
- **Listen**
- **Validate their feelings and label them**
- **Use Supportive silence – give them space to calm down**
- **Listen again**
- **Breathe together**
- **Offer warm affection (hug/rub back or arm) with consent.**
- **Invite them to problem solve**
- **Ask "What would be helpful to you right now?"**

Appendix 5– Emotion Coaching Steps

Step 1 - Recognise and Empathise

Connection before correction

I can see that...

I am wondering if...

This looks really hard for you...

That looked like a tricky situation... etc

Step 2 – Validate and Label

I know how it feels when...

I would feel like that if...

I can feel... when...

Step 3 – Setting Boundaries

Step 4 - Problem Solving

Emotion Coaching UK
a way of being, a way of becoming

Remember empathy comes before limit-setting/problem solving around behaviour. Use emotion coaching and attachment aware scripts e.g., “I’m wondering if (you are shouting out “this is boring!” because) you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something, in case you might fail.”

Appendix 6 – Warm Conversations

W

What happened?

- How does what happened fit with how we do things in our school?
- What were you thinking about at the time?
- What are you thinking now about what happened?

A

Who is this Affect?

- Who was hurt/upset by what happened?
- Was what happened fair to them?
- What happened to the right thing?

R

Repair

- What needs to happen to repair things?
- How will this help put things right?
- When can this happen?

M

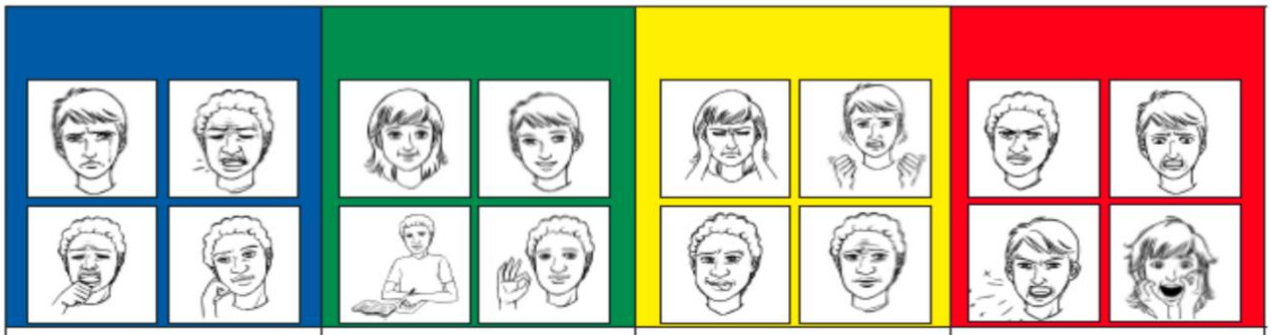
Move Forward

- How can we make sure this doesn't happen again?

Appendix 7 – Zones of Regulation

The **ZONES** of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

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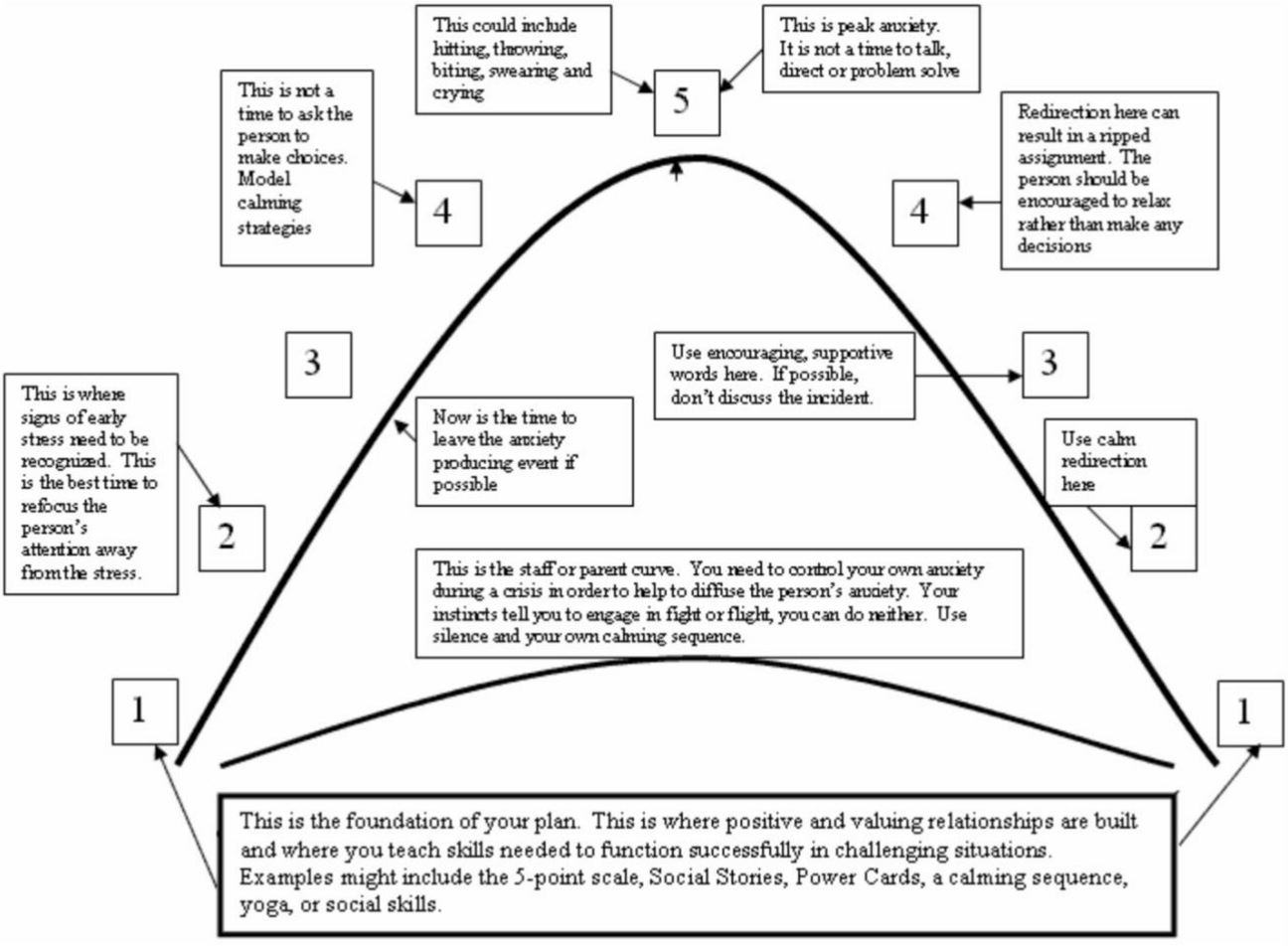
Appendix 8– Managing our most dysregulated children

We recognise that children in the heightened state of stress and/ or anxiety are unable to learn as effectively as those who are in a state of regulation. Often those who have experienced trauma in the past will have specific triggers that will make them behave in a way that is dysregulated; when they are in this state, they may be unable to make a rational choice. It is important that when this happens, we provide the child with the appropriate support to calm down and become regulated. this will be different for each child. These children may have a Positive Handling and Pastoral Support Plan.

Prevention is better than cure: it is always better to be aware of a child 'triggers' and plan around these. Being 'forewarned' will help the child manage their difficulties and show them that you are being supportive. To this end it is important that all staff use the information systems to familiarise themselves with those children who have recognised heightened behaviours e.g., reading their one-page profile/ sensory passport, looking at the class profile booklet/ pyramid of need, are a good way to find out about them.

Supporting a child who is significantly dysregulated: below is a description of the process of child can go through if they're anxious.



Anxiety Curve (from "The Incredible 5-Point Scale" - Kari Dunn Brown)

Trying to negotiate with a child who is 'high on the anxiety curve' will usually prove unsuccessful.

To support these children follow the steps on the next page.

Step 1	**Notice what is happening:** Do I need to step in? What immediate steps do I need to do to ensure everyone's safety?
Step 2	**Am I regulated?** Ask yourself this – if you are not then ask someone to do this for you, or leave it a while until you try to restore the relationship.
Step 3	**Is the student regulated?** Again, if they are not, leave this for a while – it will not be a productive conversation until both parties are regulated**. Do I need to help regulate the child?*** They cannot do this themselves at first. It might be using techniques to manage their breathing, taking a walk (over time student can learn how to regulate themselves but this needs support and practice)
Step 4	**Curiosity and understanding: Don't judge the person**. *Get curious not furious.* Do some 'wondering' aloud in relation to what you see e.g., '*That was tricky.... Can I talk to you about what I saw?... I think what probably happened was...*' The child might disagree, that doesn't matter – this is the CONNECTION step.
Step 5	**Acceptance & Empathy:** Show them 'you get it'. Saying something like, 'That sounds very difficult', 'I am here with you'. Do not use 'at least' to silver line the student's feeling. For further advice on this please see: *RSA Short Expressions of the mind Dr Brené Brown, The Power of Empathy* https://www.youtube.com/watch?v=1Evwgu369Jw
Step 6	**The correction**: Once the student is in a calmer place consider the following: Do I need to do anything further? Do I need to provide a consequence? Do we need to do some problem-solving? Explain that the action was not acceptable – Steps 1 to 5 will help with this but have the professional judgement to think of a logical consequence that links to the behaviour e.g. if a child has made a mess, they help tidy up.
Step 7	**Repair the relationship:** This is to stop the child 'marinating in shame'. Just by saying 'We're okay now... See you tomorrow.

*** It may be necessary to call for assistance from the Nurture and Wellbeing Manager, SENDCO, Deputy Headteacher or Headteacher**